

## **SPLH 261: Survey of Communication Disorders, Fall 2017**

**Hybrid Course:**  
**Tuesdays (independent study)**  
**Thursdays 4:00-5:15pm (2001 Malott)**

### **Instructor:**

Ana Paula G. Mummy, MS, CCC-SLP                      Email: anapaula\_mummy@ku.edu  
Office Hours: By appointment  
Office: 2101A Haworth (Schieffelbusch clinic)

### **Graduate Teaching Assistant (GTA):**

Tifani Biro, MS    Email: tmbiro@ku.edu  
Office Hours: Thursdays 1:00-3:00 p.m. (and/or by appointment)  
Office: 3017 Dole

**Meetings with the Instructor and/or GTA:** You may schedule an appointment with either one of us to go over questions that you might have, to discuss difficult topics, to get additional feedback. Questions regarding grading should be directed to the GTA, with the exception of student presentations and the final project.

### **Course Description**

SPLH 261: Survey of Communication Disorders meets the requirements for KU's Core Curriculum Goal 3: Develop a basis of knowledge across fundamental areas of study (social sciences).

This course will introduce you to normal development and processes of human communication. It will also survey the various disorders that occur when these processes are delayed or disrupted. You will learn about the role of speech-language pathologists, audiologists, as well as speech, language, and hearing scientists who investigate and provide clinical services to people, across the lifespan, with communication disorders.

This course meets the requirements of the American Speech-Language-Hearing Association's (ASHA) Knowledge Standards IV-B Normal Processes, IV-C Communication Disorders, and IV-D Clinical Application in the area of Foundations.

### **Course Objectives**

1. Develop foundational knowledge of normal and deviant speech, language, and hearing in adults and children.
2. Apply critical thinking skills to case studies.
3. Differentiate communication disorders and their impact on the diagnosed individual.
4. Analyze and interpret various types of data used to evaluate speech, language, and hearing disorders.
5. Prepare written and oral communication that utilizes standards in the profession in order to convey knowledge, information, and pursue inquiry.

Specific learning objectives are listed in Blackboard for each module. Your learning in these areas will be evaluated by quizzes, case study projects, as well as individual and group activities.

### Course Materials

1. Required Text: Chabon, S. S. & Cohn, E. R. (2011). *The Communication Disorders Casebook: Learning by Example*. Pearson: Boston.
2. All course materials, beyond the required textbook, are available in Blackboard at <http://courseware.ku.edu>. The internet browser that interacts best with Blackboard is Mozilla Firefox: <http://www.mozilla.com> for free download.

### Course Format

This course will be taught using a hybrid format. We will typically not meet as a group on Tuesdays in order to allow you time to work on course content outside of class. We will meet as a class on Thursdays to apply what we have learned. Bring any resources that will assist you with the in-class activities (e.g., textbook). For some assignments, we will work in groups and access materials on the internet. Please bring a laptop to class on Thursdays. If you do not have access to a laptop, please contact the instructor as soon as possible to make arrangements for a loaner.

## Required Course Activities

Prior to each in-class meeting, you will be responsible for completing the pre-class materials listed in Blackboard. This may include readings, PowerPoint video presentations, short quizzes, discussion questions, and pre-class assignments.

### 1. Readings and Quizzes (150 points; 37% of final grade)

After you complete the readings and watch the videos, you will take short open-book quizzes in Blackboard. Even though the quizzes are open book and open note, you are to take the quizzes individually. You may not share quiz information, receive help, or help another person. This is considered academic misconduct.

The quizzes will be available through Thursday at 9:00 a.m. Once you start the quiz, you will have a limited amount of time to complete it. The amount of time will vary by the quiz length. The quiz will typically include true/false, multiple choice, matching, fill-in-the-blank, and short answer questions that will cover the reading and video content. Each of the modules will have 10 quiz points, and there will be 15 total modules.

\*\*\*There will be no opportunities to make-up or postpone quizzes for unexcused reasons.

### 2. Attendance and Assignments (150 points; 37% of final grade)

Each of the modules will have pre-class and in-class assignments to encourage application of the material. Some assignments will be completed individually and some in pairs or in groups. To receive credit for group assignments, you must show active involvement when completing the assignment. **If you are not present in class, you will not be allowed to submit the in-class assignment, unless it is an excused absence.** No late assignments will be accepted. If you are ill or have an emergency situation, you must contact Ana Paula Mumy within 24 hours and

provide documentation (e.g., note from the doctor) in order to make up the assignment. Exceptions will be given at the instructor's discretion. Each module will have 10 assignment points.

\*\*\*There will be no opportunities to make-up or postpone assignments for unexcused reasons.

### **3. Group Presentation (30 points; 7% of final grade)**

Each student will participate in a 10-minute in-class presentation, and the presentation will be completed in collaboration with 1-2 other students. These presentations will focus on a real or hypothetical case study of an individual affected by a communication disorder (e.g., language disorder, voice disorder). You will be assigned topics and presentation dates. Additional information on presentation format/content is available on Blackboard.

### **4. Discussion Board (30 points; 7% of final grade)**

Each week you will be assigned one or more readings. Discussion threads will be created in Blackboard weekly so that you can engage with your fellow students about the content in the readings. You will receive 5 points for each of the discussion threads you contribute to (up to 6 discussions) if your contribution is written professionally and adds to the discussion. You can receive a maximum of 30 points for your discussion board participation.

### **5. Final Project (50 points; 12% of final grade)**

The course will have one project that you will complete individually. For this project, you will complete a case study using the tools that you have learned in class. A draft of your project is **due Thursday, October 12, 2017** and the final version is **due Thursday, December 14, 2017** no later than 5:00 p.m. The final project is given in lieu of a final exam.

## **Supplemental Extra Credit Materials**

There will be supplemental materials that you can complete for extra credit across the semester for a total of 10 points.

All extra credit options are listed in Blackboard, but mark your calendars for:

**September 7**                      **An Evening with Claudia Rankine (Author of *Citizen: An American Lyric*)**  
7-8:30 PM, Lied Center (Lawrence)

**October 6**                         **Betty Bunce Annual Multicultural Lecture: Dr. Laida Restrepo**  
12:00-1:00 PM, Price Auditorium (across street from Dole in Lawrence)  
In the Computer Center

## **Important Deadlines**

- **September 11, 2017** (Monday): Last day to withdraw/drop without a "W" (does not appear on your transcript).
- **November 15, 2017** (Wednesday): Last day to withdraw with a "W" on your transcript.

## **Grading Summary**

Grades will be determined based on your performance on the readings and online quizzes, attendance and assignments, in-class presentation, discussion posts, and final project.

The distribution of points is as follows (**total=410 points**):

- Readings and Quizzes = 150 points
- Attendance and Assignments = 150 points
- Group Presentation = 30 points
- Discussion Board = 30 points
- Final Project = 50 points

<u>Grade</u>	<u>Percentage</u>
A	100 - 94 %
A-	90 - 93 %
B+	89 - 87 %
B	86 - 84 %
B-	83 - 80 %
C+	79 - 77 %
C	76 - 74 %
C-	73 - 70 %
D+	69 - 67 %
D	66 - 64 %
D-	63 - 60 %
F	59% and below

### Course Schedule

<b>Date</b>	<b>Module Topics</b>
8/22/17 In-Class	Team-Building Activities Course and Syllabus Overview Housekeeping Items (Blackboard, Plagiarism, Basic Structure for Semester Presentations)
Outside of Class	<b>WEEK 1:</b> Career Options, Communication Terms, Speech Chain, Biological Foundations
8/24/17 In-Class	<b>Quizzes Due 9:00 am</b> In-class discussion and assignment
8/29/17 Outside of Class	<b>WEEK 2:</b> Overview of Case Studies and Sources of Information
8/31/17 In-Class	<b>Readings, Pre-Class Assignment &amp; Quizzes Due 9:00 am</b> In-class discussion and assignment
9/5/17 Outside of Class	<b>WEEK 3:</b> Infant & Toddler Speech and Language Development
9/7/17 In-Class	<b>Readings, Pre-Class Assignment &amp; Quizzes Due 9:00 am</b> Group presentation, in-class discussion and assignment

9/12/17 Outside of Class	<b>WEEK 4:</b> Preschool and School-Age Speech Disorders
9/14/17 In-Class	<b>Readings, Pre-Class Assignment &amp; Quizzes Due 9:00 am</b> Group presentation, in-class discussion and assignment
9/19/17 Outside of Class	<b>WEEK 5:</b> Preschool and School-Age Language Disorders
9/21/17 In-Class	<b>Readings, Pre-Class Assignment &amp; Quizzes Due 9:00 am</b> Group presentation, in-class discussion and assignment
9/26/17 Outside of Class	<b>WEEK 6:</b> Preschool and School-Age Language Differences
9/28/17 In-Class	<b>Readings, Pre-Class Assignment &amp; Quizzes Due 9:00 am</b> Group presentation, in-class discussion and assignment
10/3/17 Outside of Class	<b>WEEK 7:</b> AAC
10/5/17 In-Class	<b>Readings, Pre-Class Assignment &amp; Quizzes Due 9:00 am</b> Group presentation, in-class discussion and assignment
10/10/17 Outside of Class	<b>WEEK 8:</b> Hearing Science
10/12/17 In-Class	<b>Readings, Pre-Class Assignment &amp; Quizzes Due 9:00 am</b> <b>Submit Final Project Draft by 5:00 pm</b> Group presentation, in-class discussion and assignment
10/14 – 10/17/17	<b>FALL BREAK</b>
10/19/17 Outside of Class	<b>WEEK 9:</b> Hearing Loss <b>Pre-Class Assignment &amp; Quizzes Due by Friday 5:00 pm</b> <i>Please note there are no readings and this is a change to the regular routine. We will not meet together on Thursday so you have time to complete assignments and quizzes.</i>
10/24/17 Outside of Class	<b>WEEK 10:</b> Hearing Assessment
10/26/17 In-Class	<b>Readings, Pre-Class Assignment &amp; Quizzes Due 9:00 am</b> Group presentation, in-class discussion and assignment
10/31/17 Outside of Class	<b>WEEK 11:</b> Hearing Intervention
11/2/17 In-Class	<b>Readings, Pre-Class Assignment &amp; Quizzes Due 9:00 am</b> Group presentation, in-class discussion and assignment
11/7/17 Outside of Class	<b>WEEK 12:</b> Adult Aphasia
11/9/17 In-Class	<b>Readings, Pre-Class Assignment &amp; Quizzes Due 9:00 am</b> Group presentation, in-class discussion and assignment
11/14/17 Outside of Class	<b>WEEK 13:</b> Fluency
11/16/17 In-Class	<b>Readings, Pre-Class Assignment &amp; Quizzes Due 9:00 am</b> Group presentation, in-class discussion and assignment
11/21/17	<b>NO CLASS</b>

11/22 – 11/26/17	<b>THANKSGIVING BREAK</b>
11/28/17 Outside of Class	<b>WEEK 14: Voice</b>
11/30/17 In-Class	<b>Readings, Pre-Class Assignment &amp; Quizzes Due 9:00 am</b> Group presentation, in-class discussion and assignment
12/5/17 Outside of Class	<b>WEEK 15: Swallowing</b> <i>There are only two videos and there is no pre-class assignment. All 10 points for the module will be based on the in-class assignment, so don't miss class on Thursday!</i>
12/7/17 In-Class	<b>Readings &amp; Quizzes Due 9:00 am</b> Group presentation, in-class discussion and assignment
<b>Thursday, December 14, 2017</b>	<b>Submit Final Project by 5:00 pm</b>

## Course Policies

### Classroom Conduct

Please show respect to others by using computers for course content only and by turning off cell phones during class. If you are expecting an urgent call, please keep your phone on vibrate and answer the call outside of the classroom.

### Academic Misconduct

Students are expected to observe all University Guidelines pertaining to academic misconduct as stated in the University Senate Rules and Regulations (2.6.1):

*“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports, or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research.”*

Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.

Plagiarism is a type of academic misconduct. “Plagiarism is taking the writings, ideas, or thoughts of others and passing them off as one’s original work. Plagiarism is not restricted to published material; if you submit an old paper written by your roommate, if you buy a paper from a ‘service,’ or even if you base a paper on a lecture you heard in a course without acknowledging that lecture, you are guilty of plagiarism. Plagiarism is not restricted to long quotations; if you quote a sentence or even a memorable phrase without acknowledging it, you are plagiarizing. You can plagiarize without even using the exact words of the original author; if you paraphrase a passage without crediting it, you are plagiarizing.” Celia Millward and Jane Flick, *Handbook for Writers*

Any forms of academic misconduct will be handled according to University of Kansas guidelines. Penalties range from reduction of grade on an assignment to expulsion from the University. The

KU Writing Center provides writing tools and guides for citing sources.

### **Note-Taking**

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in this course. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. **Please note:** Note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is **not the same** as commercial note-taking and is **not** covered under this policy.

### **Accommodations**

The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact the instructor privately in regard to your needs in this course.

### **Religious Observances**

If a scheduled quiz, lecture, assignment, or exam is in conflict with a mandated religious observance, please speak to the instructor privately so that alternate arrangements may be made. These alternate arrangements must be made **in advance** of the mandated religious observance.

### **Diversity, Equity, and Inclusion**

The Department of Speech-Language-Hearing endorses and adheres to the College's statement on [diversity, equity, and inclusion](#). [Cultural and linguistic diversity](#) are central to the field of speech-language-hearing and an integral part of clinical practice as an audiologist or speech-language pathologist. As a department, we strive to create an environment where differences are valued and respected, and all people have an equitable opportunity for success. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. Consequently, we are committed to enhancing the training we provide around cultural and linguistic diversity.

### **Civility and Respect**

Civility and respect for the opinions of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person's race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

### **Concealed Carry**

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#)**. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.

- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position.
- Must have the safety on, and have no round in the chamber.